SPELMAN COLLEGE

COMPREHENSIVE CAMPUS PLAN
2000-2015

prepared by DOBER, LINDSAY, CRAIG AND ASSOCIATES, INC.
Campus and Facility Planning Consultants
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Prepared by: **DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.**
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SECTION ONE: EXECUTIVE SUMMARY

HISTORY

Spelman College, one of the nation’s most highly regarded colleges for women, was founded in 1881 by Sophia B. Packard and Harriet Giles as a school for young Black women. The school began in the basement of Atlanta’s New England Friendship Baptist Church with eleven pupils, funded with $100. The mission was to improve the educational opportunities for these women, mostly ex-slaves.

Through the determination of Miss Packard and Miss Giles, and with the generous financial support of Mr. John D. Rockefeller in addition to gifts from many others in the community, the school flourished. The name became Spelman Seminary in 1884, in honor of Mrs. Rockefeller’s mother.

In 1901 the enrollment was 800, the first college degrees were conferred, and the property was valued at $90,000. The seminary was filling a spectrum of needs for thousands of Black women - from grade school through trade school and college. On June 1, 1924, the name of the school was officially changed to Spelman College.

One of the most significant events in the college’s history was the signing of the Agreement of Affiliation with Morehouse College and Atlanta University in 1929. This agreement set up a university system in which Spelman and Morehouse served as the undergraduate institutions and Atlanta University as the graduate school. Eventually, Morris Brown and Clark colleges and Gammon Seminary joined the consortium. In the early 1990’s Clark College and Atlanta University merged to become Clark Atlanta University. Ultimately this association became the Atlanta University Center, the largest consortium of Black colleges in the country.

Participation in the consortium strengthened the schools by an interchange of facilities, faculties, students, and curricula. The addition of Atlanta University as the graduate school gave the undergraduate institutions immediate access to graduate facilities in an era when Blacks were still denied entrance to southern universities.

As opportunities for Black women increased, Spelman women were encouraged to enter the fields of medicine, law, international affairs, engineering, business, and industry. They were prepared and encouraged to attend the best graduate and professional schools in the country. Today, the high achievements of Spelman graduates attest to the rich heritage and high standards of the College.
THE CAMPUS

Two years after the school opened, Miss Packard and Miss Giles took an option on property in Atlanta that had been used as barracks and drill grounds for Federal troops after the Civil War. Sustained by their faith, they got the financial support to acquire this nine-acre site, which included five frame buildings.

The enrollment mushroomed, taxing the modest facilities. In 1887, Rockefeller Administration Building, named for its donor, was completed. This, the first major construction, was succeeded by Packard and Giles halls, dedicated to the work and vision of the two founders.

By 1901, Morehouse-James Hall, Morgan Hall, Macvicar Hospital, and Reynolds Cottage had been built. Upton Hall, providing housing for faculty, was built in 1904 and Bessie Strong Hall in 1917.

In the 1920's, Laura Spelman Rockefeller Memorial Building and the Tapley science facility were constructed. The Sisters Chapel, named for Mrs. John D. Rockefeller and her sister, was a crowning achievement that was dedicated in 1927. The building's auditorium with a seating capacity of 1,050 still remains one of the largest in the Atlanta University Center complex.

Read Hall was built in 1951, and Abby Aldrich Rockefeller Hall in 1952. The John D. Rockefeller, Jr. Fine Arts Building, Manley Hall, and Howard-Harrel Hall were completed in the 1960's. The Manley College Center was constructed in the early 1970's, and named for Albert E. Manley who was Spelman's president from 1953 to 1976. This facility was extended in 1988 by construction of the College Bookstore and Post Office.

Two buildings were erected in the 1980's to support the belief that education continues outside the classroom. One was the academic computer center, now the Tapley Hall Computer Center which is part of the science complex. The other was new residence hall, the Stewart Living and Learning Center. This living idea was subsequently expanded with a second Living and Learning Center, which houses 200 students and contains conference facilities for on-campus and off-campus organizations.

The Camille O. Hanks Cosby Academic Center was dedicated in 1996. It provides teaching and research space for the humanities, including several interdisciplinary programs, as well as an art museum and other related
support functions. A new science building has just been completed to augment the Tapley buildings. The Spelman College Science Center is soon to be dedicated.

Development of the facility resources at Spelman since its inception in 1881 is quite remarkable. The College has grown from space in a church basement, serving eleven students, to the campus we see today that serves a full-time equivalent enrollment of 2,050 students.

All of the buildings on the Spelman Campus total approximately 760,000 gross square feet (GSF) of space. The student dormitories (316,000 GSF) are 42% of the total building space. All other buildings - academic, campus life, support, and administration - represent 58% of the total (444,000 GSF).

PLANNING CONTEXT

During the past year, Spelman College has been engaged in a campus planning process designed to define the context for addressing facility needs as the College enters the twenty-first century. The base point for the current planning was the previous campus plan, completed in 1985. Over the ensuing fifteen years Spelman has changed and developed, prompting a new look at earlier planning assumptions. The fundamental supposition is that the College will continue to balance a respect for its history with a vision for its future.

The 1985 campus plan assumed that Spelman College would grow to an enrollment of 1,600 full time equivalent students. Growth beyond that number would require higher density student housing. Almost all of the projects suggested in the 1985 campus plan have been accomplished including a parking deck, Living Learning II, and the new science facility. The Cosby Center was not anticipated in the 1985 plan, but the facility needs that the Center addressed was included in the plan with the assumption that these needs would be met by extensions to Giles and the Education Building.

The only major facility improvement described in the 1985 campus plan that was not accomplished was the addition to the Rockefeller Fine Arts Building. The current campus plan continues to describe the need and suggests an addition to the building for Art, Music, and Theater.
The Plan, summarized in this report, builds on what has already been accomplished and envisions the campus for the next fifteen years. The Spelman College Comprehensive Campus Plan 2000 - 2015 provides a broad framework for decision-making so that future facility and campus improvements can be implemented in a rational, predictive, and timely fashion.

PLANNING PROCESS

The campus planning process at Spelman College has been collegial and participatory. It consisted of six interrelated steps:

1. The first step was a series of meetings and interviews with faculty, administrators, staff, and students to review programs and programmatic needs.

2. Concurrently, an analysis of the physical environment - buildings, campus, and environs - was conducted.

3. Together these study elements provided the basis for understanding the existing situation and for identifying current and future academic, residential, and student life needs. As facility requirements were identified, they were evaluated in terms of standards, comparisons to peer institutions, and College values. The Campus Plan agenda was a synthesis of the resulting facility needs.

4. Alternatives for meeting these needs were then explored and vetted by formal and informal review sessions with a broad selection of College representatives.

5. The Campus Plan concept emerged from these discussions and reviews.

6. After extensive review by College constituents, the concept plan was revised and refined to become Spelman's Comprehensive Campus Plan 2000 - 2015.
ASSUMPTIONS

The Campus Plan was guided by a number of fundamental planning assumptions that were developed by the College. These assumptions provided a framework for on-campus discussions about existing and future pedagogy and programs, both academic and student life, and for identifying the consequent facility implications.

- This campus plan will cover a time period of fifteen years - 2000 to 2015.
- Student enrollment will increase approximately 1% per year during this period, to a maximum of 2,300 full-time equivalent students.
- There will be a proportional increase in the number of faculty in order to maintain the current student faculty ratio.
- There will also be an increase in the number of staff, although this increase will not be proportional.
- The proportion of students living on campus will increase from the present ratio of 60% to a target of approximately 75% of the student enrollment.
- Over time, faculty and student research will increase and become an essential pedagogical tool for undergraduate education on campus.
ISSUES AND FINDINGS

The analysis of existing and projected programs combined with the survey of Spelman's buildings and campus provided many relevant insights. The resulting issues and findings are summarized below, sorted by type - academic, residential and student life, administrative, and campus.

ACADEMIC

The College has developed a sufficient amount of space to support interdisciplinary programs.

Like many of its peers, Spelman needs office space for adjunct faculty.

Space for the Art and Drama and Dance departments should be consolidated. The Art Department is divided between the Rockefeller Fine Arts Building and Giles Hall. Drama and Dance is divided between the Art Building and Read Hall. Art, Drama and Dance, Music, and Theater all lack adequate teaching and support space. There are meeting places on campus for up to 400 people, and Sisters Chapel seats 1,200. There is no meeting space for groups outside that range. However, not all meetings and presentations greater than 400 people are appropriate in Sisters Chapel.

RESIDENTIAL AND STUDENT LIFE

Most of the existing student housing is in need of general renovation or upgrades - both bedroom and support space - and additional residential life activity and support space is needed.

Although Spelman is a residential college, and plans to increase the number of students living on campus, 40% of the current number of students are commuters and lack appropriate support space. As the College increases the proportion of residential students, this need will still persist, although at a less intense level.

The College should continue to create an improved academic and student life environment for residential and non-traditional students.

The Manley College Center dining facility is at capacity. As the number of students living on campus increases, more dining space must be added.
Space for student organizations is needed in the Manley College Center. The building was never designed for the large number of organizations that presently exist.

The gym and pool in Read Hall are not sized to comply with NCAA regulations, requiring these sports activities to occur in off-campus facilities.

There is insufficient space in Read Hall for the variety of wellness and recreational activities common on campuses today. In addition, except for the tennis courts, the College has no outdoor playfields.

**ADMINISTRATIVE**

Development, Alumnae Affairs, Public Relations, and Annual Giving are divided between two buildings, one of which is off-campus. Other College administrative offices are scattered in various academic and residential buildings. All these departments should be consolidated as much as is possible.

The College would also like to consolidate student services in one location, creating a one-stop-shop.

**CAMPUS**

Spelman College is land-locked and land-shy. With only 32 acres of land, Spelman has less than 18% of the average amount of land that is available at its peer institutions.

Mature trees and defined, landscaped open spaces enhance the campus. To make the campus even more inviting, open, and student oriented, additional outdoor gathering spaces, equipped with benches, should be provided. Formal and informal small group gathering and study areas should also be provided indoors.
CAMPUS PLAN OVERVIEW

ELEMENTS OF THE CAMPUS PLAN

The Spelman Campus Plan reflects the College's history while responding to current and anticipated programmatic and facility needs. The Campus Plan incorporates these concerns as well a vision for the future that arose from many discussions on campus, and the input and reactions from a broad base of Spelman constituents.

The elements of the Campus Plan are described below and located on Drawing Two, page 15. Drawing One is an illustration of the campus as it might look when the plan elements were implemented.

CIRCULATION

REMOVING THE CAR FROM THE HISTORIC GREEN

The existing roads on the historic green will be designed as pedestrian walkways, using new materials, plantings, and outdoor furniture. The intent will be to make the historic green a pedestrian zone. The pedestrian paths will be designed to accommodate service and emergency vehicles but day-to-day traffic, as well as parking, will be eliminated.

The roadway between the Rockefeller Administration Building and the Manley College Center will also be redesigned as a pedestrian walk, capable of accommodating service and emergency vehicles.

NEW AND MODIFIED ROADS

In order to remove the car from the historic green, modifications to the campus road system will be required. The first will be the creation of a roadway that connects the Greensferry Avenue entrance to Main Entry Drive, across from Manley Hall, thereby giving direct access to the parking garage without necessitating use of the roadways in the historic green.

Another improvement will be focused at the south end of the green. A traffic loop in front of the new science center and adjacent to Sisters Chapel will be created.
DRAWING ONE

CAMPUS ILLUSTRATIVE PLAN

BUILDING KEY
1. WEST CAMPUS PARKING DECK
2. SARAH SAGE McALPIN HALL
3. MANLEY HALL
4. HOWARD-HARRELD HALL
5. STEWART LIVING AND LEARNING CENTER
6. LIVING AND LEARNING CENTER II
7. BESSIE STRONG HALL
8. MACVICAR HEALTH SERVICES
9. MANLEY COLLEGE CENTER
9a. BOOKSTORE/POST OFFICE
11. COSBY ACADEMIC CENTER
12. ROCKEFELLER FINE ARTS BUILDING
14. PACKARD HALL
15. ROCKEFELLER ADMINISTRATION BUILDING
16. REYNOLDS COTTAGE
17. SISTERS CHAPEL
18. READ HALL
19. SPELMAN COLLEGE SCIENCE CENTER
20. LAURA SPELMAN HALL
21. MOREHOUSE-JAMES HALL
22. ABBY ALDRICH ROCKEFELLER HALL
23. GILES HALL

* LOCATION OF PARKING DECK PROPOSED BY MOREHOUSE COLLEGE

Buildings in white are proposed additions or new construction

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NEW PARKING
Two sites for additional parking are planned. On-grade parking for 40 cars will be provided in a new lot between behind Morehouse-James Hall. In addition, 250 spaces will be provided in structured parking associated with the new student housing and Physical Plant facility on the south side of the campus.

With this increase in parking, the College should consider eliminating the on-grade parking south of the Rockefeller Fine Arts Building. Having a green and landscaped open space right at the Lee Street entrance would provide a beautiful outdoor setting for the campus while significantly improving the ambiance on campus. The college should also consider whether the Morehouse-James parking lot should also be incorporated into the new parking structure.

STREET CLOSING
During the planning, Spelman purchased the property immediately south of Read Hall and Chapel Street. This street will be closed so that the new acquisition can be contiguous to the campus.

RESERVED SITES
Two sites are identified and reserved for future buildings. The first site, adjacent to the College's central Physical Plant facility, is reserved for an academic building. This building can be designed to fit the gentle curve of the entry road from Greensferry Avenue, screening the central plant from view. The new building, in conjunction with the Cosby Academic Center, will provide a dramatic gateway into the campus.

The second site, adjacent to Howard-Harreld Hall and the Stewart Living Learning Center is reserved for future student housing and related student life activities. The building will be set back from the road to create a landscaped open space convenient to students.

CAMPUS PLAN KEY
NEW CONSTRUCTION

Five new construction projects are envisioned in this campus plan. The first will consolidate the administrative offices of the College, including Development with staff presently located off-campus in Trevor Arnett Hall. It will also provide a one-stop-shop for student services, currently located in Rockefeller Administration Building and Manley. This project will be accomplished by constructing a linking building between Packard and Rockefeller halls and renovating these two buildings. The connecting building will make both Packard and Rockefeller accessible to the handicapped, and will allow easy access from building to building.

The current concept is illustrated on drawings Fifteen and Sixteen. The former shows the buildings as they are now being used, and latter shows how the two buildings might be connected and used in the future.

The concept that is shown assumes Administrative Services, Admissions, and the Controller would be located in Packard Hall. The connecting building would contain shared conference and meeting rooms, the Registrar and Financial Aid, and a meeting room/Board Room overlooking the historic green. Rockefeller Administration Building would house Human Resources, the President, Provost, Institutional Advancement and Alumnae Affairs, Business and Financial Affairs, and Budgets and Contracts.

The second new construction project will help in meeting the College's goal of increasing the proportion of students living on campus. The site is on the land recently acquired by the College south of Read Hall. This land is almost two stories below the land elevation of the main campus. The design solution will be to construct a quadrangle, residence hall, and dining facility at the level of the campus, and one to two levels of parking below. A student walking from the main campus, past Read, to the new housing site would assume the quadrangle was simply an extension of the campus.

A five to six story student residence for approximately 300 students in suite style apartments is projected on this site. Adjacent will be a student dining facility, part of a multipurpose building also providing meeting room and student life space. This facility can be made accessible to the wider community for special events and presentations.
The third new construction project will be the addition of two residential floors to the Living Learning Center II. The building was designed to allow for this vertical expansion, and by so doing, Spelman can increase the housing inventory by 200 beds.

The net increase in the number of beds will be 430, approaching the 500-bed target. Of the 500 beds provided in the two new construction projects, 70 will be replacement beds for those that are lost when Packard Hall is renovated for administrative offices.

The fourth project will expand the Rockefeller Fine Arts Building, affecting the Art, Drama and Dance, and Music departments. These departments probably will then have sufficient space to realize their programmatic goals. In addition, the increased amount of space will allow the Art and the Dance and Drama departments to be consolidated. The space vacated in Giles by Art and the space in Read vacated by Dance can, in turn, be reassigned for other uses.

The need for these arts improvements is urgent. However, this project probably will not be implemented until the Packard-Rockefeller and the student housing projects have been accomplished. In the meantime an early action solution, consisting of space to the east of Rockefeller Fine Arts, is envisioned that would alleviate the current space constrictions.

The fifth project will be the construction of a Physical Plant facility on the triangular piece of land bounded by Northside Drive and Peters Street. This will be a good location for the College’s Physical Plant workshops, offices, and storage.
RENOVATION/RESTORATION/UPGRADES

Three levels of building improvements are envisioned - renovation, restoration, and upgrades. Renovation assumes major building modifications consisting of changes in floor layouts and possibly use allocation, and includes replacement of building systems. Restoration work, associated with Sisters Chapel, assumes the building will be returned to its original condition. Upgrades assume replacement of building systems, and may include minor work due to reallocation.

A number of existing buildings on campus will be renovated or upgraded. In some cases this will be triggered by the availability of vacated space. The Manley College Center is an example, as space will be vacated when administrative offices relocate to the Packard-Rockefeller facility. In other cases, the buildings will be renovated to improve condition and enhance the general ambiance. In some of the student residences, upgrades will be needed to reflect student life initiatives and provide additional residential support space.

Of particular concern is Sisters Chapel. This focal building will be carefully restored to maintain its place as a significant campus building.

Other projects will include improving the Post Office building, renovating Bessie Strong for a guesthouse, and renovating Laura Spelman for student life programs and support.

The buildings scheduled for these improvements are shown on the Plan Concept, Drawing Two. The three symbols indicate which level of improvement is required.
SITE ACQUISITION

In the long term, Spelman College will be hampered by insufficient land. The College should be laying the groundwork now for future land acquisition. Ideally additional land should be contiguous with the campus but, unfortunately, the possibilities are limited.

Every effort should be made to acquire the Science Research Institute (SRI) property adjacent to the College. The land is owned by AUC and Spelman College presently rents space within the building. Other than the AUC parking lots, also adjacent to the College, no other land could be incorporated into the campus so directly. Other parcels of land that the College might purchase in the future will be separated from the campus by roads that would be difficult to close.
SECTION TWO: CAMPUS ANALYSIS

The planning process significantly informs and determines the planning product. Thus, a consequential step in articulating the Campus Plan for Spelman College was the careful analysis of existing physical conditions.

The drawings that follow summarize the component aspects of the campus and environs. These drawings were prepared and used as working documents to guide collegial discussions with faculty, students, and staff in the participatory development of the Plan, and to inform the planning assumptions and conclusions. Each drawing is a distillation of a particular type of information overlaid on a map of the campus. The areas of study cover the broad, regional context and then focus on the campus. The combination of these overlays describes the physical setting of Spelman College as of fall, 1999.
CONTEXT

As indicated on the adjacent drawing, Spelman College is in central Atlanta, Georgia, situated near downtown and many public buildings. It is immediately north of Interstate 20, a major east-west interstate highway indicated in red on the adjacent map. On Interstate 20 one can travel east to interstates 75 and 85, the major north-south Georgia arteries that run through the city.

Spelman, shown in light blue, is part of the Atlanta University Center, a consortium that includes Clark Atlanta University, Morehouse College and the Morris Brown College. The Georgia Institute of Technology and Georgia State University are also located in central Atlanta. These other colleges and universities are dark blue on the drawing.

There are six public centers (orange) and three government buildings (yellow) in this immediate Atlanta area, all east of Spelman. The Atlanta Fulton County and the Olympic stadiums are south of Interstate 20; and the Georgia World Congress Center, Georgia Dome, Omni Coliseum, and Atlanta Civic Center are north of Interstate 20. Government buildings are the City Hall, State Capital, and Archives Building between Interstate 20 and downtown.

Schools and parks and recreational areas, two shades of green, surround the consortium and are interspersed throughout this section of Atlanta. Spelman is linked to Atlanta’s M.A.R.T.A. transit system, shown in purple, by a stop south of the campus. Fire stations and hospitals are also located on the map.
ENVIRONS

Drawing Four shows the campus seen on the previous drawing but at a larger scale, and highlights features of the environs in the immediate Spelman campus area. Spelman property is shown in light blue. The light blue star indicates the Spelman parking deck. Dark blue designates other schools, including those in the Atlanta University Center consortium which adjoins the campus on its north and west boundaries. The dark blue star indicates a parking deck that Morehouse College plans to build on consortium property.

The abutting zone that has the most impact on Spelman is to the east. It is from this direction that most people arrive at the campus, through portions of the Morehouse School of Medicine and Morehouse College campuses. The non-academic area between this entrance and Interstate 20 is predominantly residential, both apartment and single-family housing, with two small commercial sectors. These areas are quite marginal compared to the richness of the Spelman campus.

All the Spelman property is contiguous, with the exception of one parcel that is to the south. This area, recently purchased, is currently not part of the campus proper, as it is separated from campus by Chapel Street. Further south, all the way to Interstate 20, is a large industrial-use area. Residential use, specifically dedicated to apartments and colored dark yellow, abuts Spelman to the west.

Three other land uses are shown on the map. They are open spaces (dark green), public service use (light green), and religious use (purple).
ATLANTA UNIVERSITY CENTER CONSORTIUM

The members of the Atlanta University Center (AUC) are identified and located on Drawing Five. AUC is a consortium comprised of Spelman and five other Historic Black Colleges and Universities.

As on the Environs map, Spelman property is light blue with a light blue star locating the parking deck on adjacent land. The institutions that abut Spelman are the Morehouse School of Medicine to the south and Clark-Atlanta University to the north and west. Morehouse College is further west, and the Interdenominational Theological Center and Morris Brown College are further north.

One important resource that is shared by the AUC constituents is the Woodruff Library, the pink square on the map.
PROPERTY COMPARISON

Drawing Six is a graphic comparison of the campus acreage at Spelman College with the acreage at Agnes Scott College. The Agnes Scott campus is two and one-half times the size of the Spelman campus. But Spelman’s enrollment is almost three times that at Agnes Scott. This graphic comparison illustrates the land-shy situation at Spelman.
1. WEST CAMPUS PARKING DECK
2. SARAH SAGE McALPIN HALL
3. MANLEY HALL
4. HOWARD-HARRELD HALL
5. STEWART LIVING AND LEARNING CENTER
6. LIVING AND LEARNING CENTER II
7. BESSIE STRONG HALL
8. MAVCICAR HEALTH SERVICES
9. MANLEY COLLEGE CENTER
9a. BOOKSTORE/POST OFFICE
10. UPTON HALL
11. COSBY ACADEMIC CENTER
12. ROCKEFELLER FINE ARTS BUILDING
13. PHYSICAL PLANT
14. PACKARD HALL
15. ROCKEFELLER ADMINISTRATION BUILDING
16. REYNOLDS COTTAGE
17. SISTERS CHAPEL
18. READ HALL
19. SPELMAN COLLEGE SCIENCE CENTER
20. LAURA SPELMAN HALL
21. MOREHOUSE-JAMES HALL
22. ABBY ALDRICH ROCKEFELLER HALL
23. GILES HALL
PREDOMINANT USE

The drawing opposite depicts the use of each Spelman College building at the time of the campus analysis. This map, and all of those that follow, are at a larger scale so that the campus can be seen in more detail. The buildings are color-coded by eight predominant use categories.

The campus is organized around the historic green. One group of buildings, representing six of the eight uses, faces on this green. Two north-south building groupings are adjacent and to the west, establishing an axial design pattern. This configuration has optimized use of land resources on this land-locked campus. A circle with a radius indicating a five-minute walk has been superimposed on the map for a sense of scale. The Woodruff Library, a consortium resource, is well outside the circle, however.

Academic buildings, colored red, are located at the north and south extremities of campus. Giles Hall, a general academic building, faces the green on the north end; and the Tapley Science Center and Read Hall face it on the south end. Read is an athletic facility as well and therefore is also colored brown. The Cosby Academic Center, another general academic resource, and the Fine Arts Building punctuate the north campus boundary, and academic space associated with the Living and Learning centers anchor the opposite end. North of Giles is a temporary building that has been in use during construction of new science space.

Administrative functions are blue and are focused in the Rockefeller Administration Building, at the center of campus facing the historic green. Admissions is in Packard Hall, also on the green. Other administrative activities include offices in the Physical Plant building; Counseling Services in Macvicar, under renovation at the time of the analysis; temporary quarters for Counseling Services during the renovation; and Public Safety offices in the parking deck.

The green color represents student life functions that occur in the Manley College Center and the Bookstore and Post Office building. The green part of Macvicar indicates the Women’s Health Center that was housed in a temporary building south of Howard-Harrelld Hall during the Macvicar renovation.

Four student residence halls, colored yellow, abut the historic green - Abby Aldrich Rockefeller Hall, Morehouse-James Hall, Laura Spelman Hall, and Packard Hall. Three large residence halls, and the Living Learning centers are the basis of the outermost north-south building grouping, and two small residential buildings are in between.

Special-use buildings, colored pink, are Sisters Chapel and the President’s house, both facing the green. The Fine Arts Building and the Cosby Academic Center each contain special spaces, and Laura Spelman houses the Marian Wright Edelman Center, also a special use.

The Physical Plant building, located to the north, is gray. The building on the parcel of land south of Read and across Chapel Street is vacant, and colored beige.
VEHICULAR CIRCULATION

Drawing Eight maps the road systems on and around the campus, and shows the location of college parking resources. Interstate 20, the interstate highway south of the campus, is dark orange; major city streets are light orange; and neighborhood streets are cream.

Campus roads and parking lots are red. The three parking lots that are shared with the consortium are brown. Parking for those with disabilities is indicated by symbol, and service access to buildings is noted with a letter S on a blue green circle. The guardhouses at the two gateways to campus are marked with a gray star.

Total numbers of parking spaces are shown on white circles. There are 723 spaces on campus, 23 of which are for use by those with physical disabilities. The parking deck at the west campus entrance provides 509 of the total number of spaces. In addition to Spelman parking, there are 431 spaces in the three consortium lots.

Eighty-four percent of the Spelman parking total is in the parking deck and large lot at the west campus entrance. A parking policy objective on many college campuses is to limit the automobile to the periphery. In essence, Spelman has done this, although the red pattern of roads throughout the campus is extensive, especially on a campus with a limited amount of land.

Not including the shared spaces, there are approximately 36 parking spaces per 100 full-time equivalent students on the Spelman campus. This number, adjusted to reflect the use of shared parking, begins to approach the mean of a sampling of other colleges. However, parking is still at a premium, and as spaces are removed to make way for new buildings or other improvements, new spaces must be provided.
VEHICULAR CIRCULATION

SPELMAN COLLEGE
CAMPUS PLAN 1999-2000

COLLEGE BUILDINGS
CAMPUS ROADS/PARKING LOTS
SHARED PARKING LOTS
NEIGHBORHOOD STREETS

MAJOR STREETS
INTERSTATE HIGHWAY
HANDICAPPED PARKING
SERVICE ENTRANCES

GUARD HOUSES
HANDICAPPED PARKING TOTAL
SPELMAN PARKING TOTAL
SHARED PARKING TOTAL

preparing by DORER, LIDSKY, CRAIG AND ASSOCIATES, INC.
Campus and Facility Planning Consultants
PEDESTRIAN CIRCULATION

Paved surfaces, used exclusively by pedestrians as walks and outdoor gathering places, are shown in solid red. The dotted black line indicates unpaved, ad hoc paths that have been informally etched into the landscape to respond to particular circumstances. Handicapped accessible building entrances are noted by symbol.

The circle with a five-minute walk radius is again superimposed. The circle radiates from the center of the Manley College Center plaza. The campus can be traversed in any direction in about five-minutes. However Woodruff Library, a shared AUC facility located on Drawing Four, is outside that parameter. The heavy red dashed line, beginning at the north campus entrance, indicates access to the library, which is three-tenths of a mile from that gate.

In general, the walkway system and roadway system are two independent networks. From both safety and aesthetic points of view, this separation is the ideal, although not achieved on many campuses.

Several paved gathering places are located around the campus. The most significant ones are associated with the Cosby Academic Center and with the Manley College Center and Bookstore and Post Office building.
STUDENTS IN RESIDENCE

Drawing Ten shows the locations of the student residences and the number of beds in each building based on fall, 1999 data. The occupancy is shown graphically, each dot representing five students. Seventy percent of the students live along the western edge of campus in residence halls that form the outer north-south axis. Twenty eight percent live on the historic green.

During the 1999-2000 academic year, 1,165 students lived on campus - fifty-eight percent of the approximate 2,000 full-time equivalent students enrolled at Spelman. This is well below the ninety percent figure that is usually the target for those institutions that aspire to be residential, liberal arts colleges.
STUDENT CONTACT HOURS

This analysis shows where students were throughout the academic day during the fall of 1999. All buildings that provide teaching space are colored red on this map, and the density of classroom and laboratory use is shown graphically. The basis of usage is contact hours: the number of students enrolled in each class multiplied by the number of hours per week that class was scheduled. Each dot equals 100 contact hours, and the total for each building is calculated.

As one might expect, the most extensive use occurred in three buildings: the Cosby Academic Center, Giles Hall, and the science complex. Eighty-nine percent of the total number of contact hours took place in these buildings. This usage pattern enlivens the historic green and the north end of campus during class time.
FACULTY/STAFF LOCATIONS

The density of faculty and staff by work locations, as of fall 1999, is shown on this drawing. Faculty location is symbolized by the dark green dot and staff location by the light green dot. Each dot represents two people. The campus buildings where offices are located are blue. In addition, there is one staff in the Science Research Institute, a consortium facility south of the parking deck; and fourteen staff on the Clark-Atlanta campus in Trevor Arnett Hall, the blue symbol.

At the time of this survey there were 146 full-time equivalent faculty. Their locations coincide with classroom and laboratory use. The largest concentration of staff, thirty-two percent, was in the Rockefeller Administration Building. The high number of staff in the parking deck is somewhat misleading as these Public Safety personnel work throughout the campus.
CAMPUS LANDSCAPE

This drawing maps tree cover: deciduous trees are the lighter shade of green and evergreen trees are the darker shade. Open green space, the tennis courts, and the playground associated with the Edelman daycare center are indicated with other, varying shades of green.

The extent of tree cover enhances the open spaces as well as the campus boundaries, creating a pleasant backdrop for a collegial sense of place. The historic green is a focal landscape. Other important green spaces are those connecting the Cosby Academic Center with the Fine Arts Building to the west, Giles to the east, and Manley to the south. The green space west of Sisters Chapel is also distinctive.

The lack of play fields or courts is apparent from this map. The four tennis courts west of Read Hall are the only available outdoor play areas on the campus.
DESIGN FEATURES

The Design Features drawing is a synthesis of the Consultant team's observations of the existing site design. Significant design elements are depicted in an abstract, graphic form.

The campus, a compact entity, is enclosed with a boundary fence and screen of planting. The main entrance to campus is to the west, indicated by the large blue arrow. The blue dashed line indicates the path one travels to arrive on campus, passing between the parking lots shared with the consortium and terminating at the guardhouse and two large Spelman parking reservoirs. The north entrance, also with guardhouse, is not as predominant and therefore shown by a smaller blue arrow.

The five defined parking areas are marked by the letter P. Besides the lot and parking deck by the main entrance, they are associated with Morehouse-James Hall and the Living and Learning centers.

The historic green, a major design feature, is light blue. There is a wealth of buildings on the Historic Register on campus, and all but one face on the green. These seven buildings are colored blue. The green is enhanced by the significant façades of some of the buildings that face it, indicated by the red outline. Other buildings with significant façades are the Cosby Academic Center, Macvicar, and the President's Home.

Two other important open spaces are shown. One is to the south between Bessie Strong Hall and Sisters Chapel, both historic buildings. The other is at the north end of campus between the Cosby Academic Center and historic Giles Hall. The athletic open space consists of the four tennis courts west of Read Hall.

Outdoor gathering places or plazas, shown in a peach color, greatly add to the collegiate experience. The most significant plaza connects Manley College Center with the Bookstore and Post Office building. South of Manley there is another plaza. The Cosby Academic Center is linked to two such spaces and there are also smaller terraces associated with the Living and Learning centers.

The many pieces of sculpture at Spelman enrich the campus. Their locations are shown by a yellow star superimposed on a black circle. Site features, a white triangle on a red circle, are also marked, and include the flagpole and the Grover Werden Memorial, both on the historic green.

There are four less distinguished zones on campus. They are indicated by the purple and white striped pattern. Two of these areas are on the campus edge, one north of the Fine Arts building and one east of the Morehouse-James Hall. The underground element of the Physical Plant building, east of the Cosby Academic Center, is another low image area. The fourth is the undeveloped property south of the campus between Chapel and Peters streets.
PACKARD/ROCKEFELLER ADMINISTRATION BUILDING

EXISTING USE

This drawing shows floor plans for Packard Hall, including Packard Annex, and the Rockefeller Administration Building. The two buildings, located on the drawing as they are juxtaposed on the site, are color-coded according to existing department use.

Packard is predominantly assigned to student housing, except for Admissions on the ground level. Rockefeller is an administrative building that also contains a large auditorium on the second level.
DRAWING FIFTEEN
PACKARD/ROCKEFELLER
EXISTING USE

prepared by DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
Campus and Facility Planning Consultants
PACKARD/ROCKEFELLER ADMINISTRATION BUILDING

PROJECTED USE

This set of drawings shows how Packard and Rockefeller might be combined as one administrative facility. The goals that would be met by implementation of this concept would be to consolidate space for College administrative units, to create a one-stop-shop for student services, and to provide an adequate amount of space for each of the administrative units.

Packard and Rockefeller would be connected with a link designed to allow west to east pedestrian access through the campus. The design would provide access for those with physical disabilities to both buildings. Admissions would be in Packard on the entrance level and the offices of the President and Provost would expand in Rockefeller. Administrative Services, Human Resources, Purchasing, and Telecommunications would be below.

The one-stop-shop, consisting of the offices of the Registrar, Financial Aid and Financial Services, and the Controller would be on the second level. Institutional Advancement including Alumnae Affairs would be consolidated in Rockefeller.

Inserting a new level in the current auditorium space would expand the third floor of Rockefeller for Business and Financial Affairs, as well as for Computing and Information Technology and shared conference space. A board Room would be located on that level, in new link space.
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